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A SYMPOSIUM

Journal of EDUCATION

BOSTON, MASS.
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The Growth of the Bean

By ARTHUR DEAN

This sounds like garden talk, but 'tis quite otherwise.

Parents, principals and teachers worked overtime during American Education Week in that they observed every day including Saturday and Sunday. So, for one week, school "kept" on Saturday and Sunday.

But as a matter of fact school never ends. Education is a lifelong enterprise. Sometimes we do not realize it. For example, the family acquires a radio. Father buys it "for fun." But what has he been doing with it the past few weeks? Listening to discussions of waterways, farm relief, prohibition, merchant marine and just sitting there getting an education without teacher, classroom or textbook. That's the life.

Pre-radio, if I may coin a phrase, he may have ridiculed music. Now he will sit up until midnight for the sake of getting a station with its program of slumber music. That's education.

Then there's the automobile. How Dad did dislike physics, chemistry and mechanics! Now here he is tinkering over the machine, wondering if his battery needs distilled water and puzzling over the differential gears, disk clutches and cooling surfaces. If this keeps up we'll have the "old man" really educated. And he doesn't suspect that an education is happening to him.

Dad thought he had a snap job. Good pay and not much to do once he got the hang of it. But, lo and behold, a contraption invades the office or shop or farm and he's got to master it or go under. He must study the instruction book or take a special correspondence course. Again the everlasting idea of education. Will it never stop?

Then a Zeppelin! Isn't it aggravating after we have graduated from Horse College, taken a post-graduate course in Automobile University and started our aeroplane studies that now we've got to know all about Zeppelins and go to some Newspaper Zeppelin School and learn about port fins, stabilizers, hangars and the geography of Europe.

Newspapers, radios, movies and stores are great educational agencies. The school or even the college which we attended merely gave us a fair start towards finding out things for ourselves without a classroom, a teacher, a textbook, a rule or regulation. And here we are all hustling for knowledge, for new experiences and for new expressions for enriching our lives. Isn't it great?

We are studying calories for reduction, color harmony for effects, drafting for advancement, French for pastime, Spanish for travel, decoration for home comfort, gardening for recreation, etiquette for society, books for adventure and golf for exercise.

The whole world has gone back to school and doesn't know it. Which is just as well, otherwise it might play hookey.

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Multi-Motored Education

COLONEL CHARLES A. LINDBERGH draws an important distinction between trying to cross the ocean with a single-motor airship and a multi-motored machine.

He was supremely wise in using his single-motor "We," because speed can be obtained in ocean flight only with a light machine and a single motor. He jeopardized no one's life but his own. He had no treasured freight. Speed was of highest need that night.

There is no pretense of safety with a single motor, but he personally tested that motor in every known way to know that it had no weak spots. He had sublime faith in himself. He made no talk about it, made no claim to anything. He just knew that "We" were as safe a proposition as was then known in the world. It was faith established by the knowledge that everything in his machine and in his skill was the latest then known by any one about air-flying.

But Colonel Lindbergh now emphasizes the fact that there can be no safety in trans-ocean flying without a multi-motored machine, because any motor may go wrong at any time, and there must be ready for instant service a motor to replace the one in trouble.

There is more speed in a single educational motor than in multi-motored education. If any one seeks immediate fame or fortune in education the smaller his educational machine the faster it will attract attention.

Lindbergh discarded his beloved "We" when he had greater responsibilities, and championed the multi-motored machine.

There is nothing more pitiable in the educational world than a man who in 1928 is trying to sell his 1919 idea.

There should be a sales shop for "Used Educational Ideas," a sort of bargain counter for discarded subject methods and worn-out "the psychology of it."

No one has reasonable assurance of safety as an administrator or teacher who has not an educational motor-mind all ready to have power switched on when an over-worked idea runs down.

Multi-motored education is even more important in dealing with human nature than in dealing with nature.

Lindbergh says if he ever flies across the ocean again it will be in a multi-motored machine. That shows the greatness of Charles A. Lindbergh. No educator worthy of notice in 1928 would insist upon using a subject-matter or psychology notion simply because it worked well eight years ago. There is no educational safety except as one has ability to switch on a new motor when the old one gives out.

Babe Ruth's Great Catch

BABE RUTH'S last catch of the World Series was a great thrill.

It will be a long time before baseball enthusiasts will have another picture like that of Babe Ruth as he closed the baseball season of 1928 out in the left field of the St. Louis diamond, waving the captured sphere which he had stopped in its fierce flight.

The Bambino was loafing out there in the green field enjoying the luxury of having broken all records by smashing three homers in the closing game of an eventful season, defying the science and art of the great twirlers of the diamond. He was thinking how royally he had sent ball after ball high above everybody, over everything, crashing into the street beyond.

What's that? A ball coming to the left field! He limbered up, forgot his surplus weight, his weak limb, and even ignored the glory already his, and was where the ball was seeking a landing place. Coolly he clasped it, triumphantly waved it, announcing the close of the baseball season.

What an event in a man's life! It was a physical, mental, emotional triumph! Tens of thousands, men and women, young and old, watching breathlessly, unloosed their souls gloriously when the idol of the sportsman's world stood out there alone waving the sphere he had captured.

It is such a moment in every life that really triumphs in the game with nature and human nature.

It was such a triumph magnified a thousandfold when Lindbergh held this earth triumphantly as in the hollow of his hand when he landed in Paris.

The sphere which he clasped was of infinite dimensions. It was whirling through infinite space. The field on his diamond was three thousand miles across.

Literally hundreds of millions of people were anxiously waiting for the dawn to know if Lindbergh had really seized the earth in France, and the roar of their rejoicing has not ceased.

There are a thousand chances for a high school boy of today for one that Franklin, or Morse, or Bell had; that an Edison or a Henry Ford had twenty years ago.

The air is full of spheres of usefulness for the fellow out in the field, alert physically, heroic mentally, thrilling with aspiration to be in the right place, at the right time, with a receptive mind and heart to seize the opportunity.

Millions of school boys are out in the left field on life's great diamond. Some powerful batter with brain and heart is sending a great opportunity his way. It rises, soars, flies high with one boy alone out there in its path. It will not seek him. His steady eye must see its circuit. He must bestir himself, must be in the right place, his courageous soul must be where the opportunity seeks a landing place. He must catch it, hold it, and then he can wave his responsibility triumphantly.

Illustrative Achievements

THE Educational Films are a great salesmanship achievement, and they have real statesmanship behind them. Dr. Thomas E. Finegan, with the aid of several associates, some with genius and others with masterful thought, is selling vital information that has never been sold before, and what is more significant, the new films of the Eastman Kodak Company are creating something in education that is indispensable, but has never been adequately appreciated until now.

Salesmanship, as we are saying repeatedly with voice and pen, deals only with that which is known and accepted. The whole salesmanship business is to sell what the public needs when the public knows that it needs it, as the public wants to buy it.

The Cash and Carry stores never have any dead stock on hand, never have any doubtful bills to collect. They sell what is wanted when it is wanted, that the buyer wants bad enough to pay for when he buys it, and wants it enough to take it with him when he buys it.

Dr. Finegan sells information that is worth having, sells it in such a way that the learner wants to learn about it, will remember what he learns and will have it at command when he needs to use it.

From the statesmanship point of view it meets the latest need of information, while it is of real value. It never tries to sell anything that no one wants at the time it is put on the market. Dr. Finegan never has any films that are dusty, any information that is mouldy, never reports baseball news in the month of January or football news in July.

We see the Education Films of the Eastman Kodak Company every time we get a chance, not as a fad, but because we always learn something that we would not know otherwise.

American Public Schools

[*Eighth Article*]

By A. E. WINSHIP

ALL the present problems culminate in selling the public schools of today to the American public of today, and the schools must be able to demonstrate beyond any question that professionalism has eliminated all needless expense.

For instance there is a highly professionalized textbook for use in one school grade which costs only 52 cents, but it cannot be used as desired unless each child owns twenty-eight other books which will cost more than $40.00, and there is nothing in the 52-cent book or in its proposed use of the other twenty-eight books that has any conceivable importance for any student in that grade to know in order to be an intelligent citizen, a successful man or woman, or better prepared for his own comfort or joy or for better service to anybody anywhere.

The public school of today and tomorrow must fortify itself against a well organized attack by concentrating its forces to resist attack.

Now that Germany and France are at permanent peace with no object in concealing anything it is admitted by military historians of both countries that in each battle the other army would have won if it had not scattered its force needlessly. No battle was lost by either army when it concentrated all its forces upon one, the main issue.

It is as true now that the public school cannot win indispensable public sentiment if it cares more for professionalism than for the common-sense judgment of the voters. You cannot fool the public with the idea that a 52-cent book is cheap if it requires $40.00 worth of books to use it, and when the whole $40.52 will produce nothing worth the child's while to know when he has learned it.

Publishers and authors, superintendents and boards of education must re-arrange their campaign so that the ordinary man and woman whose vote is indispensable to the success of the public school will think that educators have sufficient common sense to be trusted to make an educational budget for the children of this complex country in this complicated age.

Professionalism without common-sense ballast will upset the public school craft as disastrously as the commuters upset the ferryboat on which they had crossed from San Francisco to Oakland safely thousands of times when they lost the balance of the ferryboat.

To have gone to the voters safely for several years is no assurance that the public school will go to the voters in safety if professionalism is unbalanced.

The New School Book

By A. E. WINSHIP

NO SCHOOL is any better than the school books in use. No teacher's hypnotic individuality will abide with her pupils for a year after leaving her unless what they were stimulated to learn was stabilized by association with the school book they used in transforming the teacher's stimulant into the child's intellectual personality.

What is learned in school is for use out of school and not primarily for use in school. For instance, grammar is for use. There is no value whatever in knowing grammar unless it is used.

There is no culture in knowing anything. Culture is cultivating the use of what one knows.

There is no culture in using grammar in school. It is like trying to raise corn by sprouting it on cotton in a glass dish in a schoolroom window.

There is a courageous demand for new school books. It is an intelligent and sincere insistence because there are new uses for school knowledge.

For the last sixty years school books have been made to provide knowledge to be used in school for grade promotion.

This has been somewhat changed to provide knowledge to be measured by Intelligence Tests of what children do not know. This has aroused interest in project teaching which broadens a child's view of his mental activities. This has been a real vista of the new vision.

The school is now passing to a vitally new demand of textbooks because the measure of efficience is no longer the child's Intelligence Quotient, but the use made of whatever talent a child has. It is the child's cultivation of his Intelligence Quotient that measures the value of the school.

The publishers of new school books are not concerned with their use in school but with the use the child makes of his knowledge out of school.

The test and measure of the school, which is the test and measure of a school book, is what each child achieves after he leaves school that was promoted by what he learned in school.

School books are not estimated by what children might learn by their use but rather by what children do learn by their use.

Belding's Page

REACHING THE PARENTS

EDUCATION is no longer satisfied with reaching the child. It seeks to reach beyond the child to the parent.

The Massachusetts Parent-Teacher Association announced at its recent convention in Boston that its membership had increased from 13,000 to 19,000 in the past year. What did it? Various promotional efforts, no doubt. But chiefly the classes in child study which were organized and conducted.

It is a hopeful sign of the times when parents take up the serious study of the child. Only of late years has the importance of training in the pre-school period been generally understood. A small minority of parents have always known it and acted accordingly, as intelligence or instinct prompted. There have been "born teachers" who taught only in the nursery. Now the parents are commencing to see the need of starting young, giving their children the right start in the formation of habits and responses, and the child study movement bids fair to sweep the nation.

Think what a difference it will make in the work of the schools when this thing happens, even in large part. For it will never happen completely, of course.

WARNING SLIPS

SALLY Jane or Bill—and usually it is Bill—has been doing unsatisfactory work so far in school and is given a "warning slip." Instructions are to take it home and have it signed by parent or guardian. Then bring it back.

Tableau of several fellows attaching forged signatures to their slips. Those particular slips won't be seen by parents, unless teachers have the discernment to detect the fraud.

Some of the slips will reach home, however. And what then?

Parents are surprised and sorrowful. They may pass on the sorrow to the young hopeful—not so very hopeful, now that his delinquency as a student has become manifest.

Have our schoolmen ever stopped to analyze the warning slip?

Its real purpose is not so much to aid the pupil as to provide an alibi when the pupil fails in coming tests.

The signed warning slip is carefully preserved by the principal, for presentation to the complaining parent later. The warning slip is evidence that "We told you so."

That settles it, of course.

It does if the schools are in business to sort the sheep from the goats, to impose arbitrary standards of attainment, and to cast out those who do not attain.

Warning slips are often the first intimation of trouble. We have known pupils to inquire how they were getting along, and to be told they were doing well—pupils who were anxious to succeed, too—and then, a few days later, home would come a warning slip.

It lends itself to cold, non-understanding instruction—that warning slip. A teacher who is really interested in the individual discovers very quickly that certain boys and girls are having difficulty and tries to help them.

The warning slip is a poor substitute for that personal contact and sympathetic interest which ought to obtain between pupil and teacher.

Let's be honest about these slips. They are issued for selfish reasons more than for altruistic ones.

Give them another name and purpose. Or render them unnecessary, if possible.

COURAGEOUS YOUTH

HIGH grade colleges with low tuition and correspondingly low living costs are not so plentiful as they once were. But you hear the presidents of representative institutions affirming that they never had a boy leave because he couldn't pay tuition. And you note the number of colleges which conduct excellent bureaus of student employment. And perhaps you become convinced that it is still possible for fellows with ambition and backbone to go through college, even if their parents cannot send them.

A sophomore arrived at Harvard this fall with $35 in his pocket—his sole capital to begin the college year. Within a few hours he had landed one job that took care of his board, and the next day he found another which covered most of the other needful expenses. He had come with more of courage and faith than anything else. He may not win a flock of A's from his professors. In fact, he will be obliged to keep long hours and slight many an assignment. But he certainly deserves to succeed, and his training in personal economics will make him a man desired by employers after his graduation, or even before, if he should be forced to quit the race. If his health holds up, he won't quit.

Not every youth, no matter how deserving and industrious, could make the steep ascent of college with so little financial backing. But every one who does it proves again it can be done.

Anson W. Belding

Associate Editor.

Do Normal Schools Over-Stress Method?

W. C. McGINNIS
Fomerly Revere (Mass.) Superintendent

THE answer is "Yes." In Revere, Massachusetts, during 1920-22 the teacher turnover was as high as 38 per cent. Because of the teacher shortage and the very low local salary schedule at that time, the school board elected a few high school graduates with no normal training but with good high school records. Without a single exception those girls were successful teachers. They were placed with strong principals, and their first year's work in all cases was rated equal to and in some cases superior to that of the beginning teachers who were normal trained.

At the 1928 summer session of the University of Vermont a woman professor from a large university outside of New England taught geography. In her class were graduate students, under-graduates, and teachers of elementary and junior high schools. She says: "The greatest handicap in teaching methods in that class was their lack of knowledge of the subject matter of geography. Mastery of subject matter is a prerequisite for an understanding of methods."

Inexperienced college graduates and normal school graduates are usually poor teachers during their first year of teaching in the sixth, seventh, and eighth grades. The inexperienced college and normal school graduates are more successful in the third year junior high school and in the senior high school grades than they are in the sixth, seventh, and eighth grades. Thorndike has shown that a very large percentage of what is learned is soon forgotten unless it is used.

Inexperienced normal school graduates are too far away from the use of the subject matter taught in the grades below the third year of junior high school. Inexperienced teachers in the third year of junior high school and in the senior high school are more successful simply because of their knowledge of the content of the subjects they teach.

Features of the scientific system are analytic scrutiny, exact recording, and *conclusions based on facts*. Education was an art. It is now becoming a science. Knowledge of the content of the courses to be taught is as important to the teacher as knowledge of facts is to the scientific investigator.

Much of the "New Education" is based on the theory that the school should be adapted to the needs of the child. Certainly one of the chief needs of the normal school student is knowledge of the subject matter content of what she expects to teach. Thus, both the "scientific system" and the "New Education" point clearly to the conclusion that the normal schools should see to it that the prospective teacher, on graduation, be equipped with a high degree of knowledge of the content of the subjects she expects to teach. This is a pre-requisite for the understanding and successful application of methods.

Knowledge of subject matter is more important than training in methods. Normal school graduates are now deficient in subject matter knowledge, and it therefore follows that there is over-emphasis on methods. This is so regardless of the percentage of time devoted to methods, because, unless the student understands the subject she is to teach, time devoted to training in methods is wasted.

L. A. PITTINGER, President
Ball Teachers College, Muncie, Indiana

IF SUBJECT matter, teacher personality and methods are to be thought of as single and separate entities any stressing of methods alone is an over-emphasis. I am of the opinion that normal schools have emphasized too strongly specific recipes for teaching, and that some of our teacher-training institutions may still be guilty of this error. Our idea here in Ball Teachers College is that we are training teachers of children.

This premise compels us to think in terms of teacher personality, subject matter and methods of teaching as component parts of well-rounded instruction. Methods thereby become means to an end; not ends in themselves.

Our program, as we are developing it, includes the creation of a philosophy of life for our prospective teachers, the enrichment of the subject content our students bring to us from their high schools, and the demonstration to our students of the best teaching possible in our regular classroom work and in our demonstration school.

In our striving to imitate the industrial world in standardizing, measuring and testing we may have neglected one of the great essentials of education; namely, that of knowing what life is for, in what direction society is moving, and to what end it struggles. We need, no doubt, a revival of philosophic educational thinking to the end that our educational processes may have purpose and ultimate goals.

Teacher-training institutions seem to have had too much confidence in the thoroughness of elementary and high school training. The knowledge of subject-matter brought to us from the high schools oftentimes is superficial, general and even chaotic. Our work in the teacher-training institution should be so correlated with that of the high school that we supplement deficiencies in previous training and enrich all the child's learning.

Our chief responsibility in teacher-training institutions is to provide and to demonstrate the best teaching to be found in the whole educational

system. History, English, science, and all academic departments are equally responsible with the education department for expert teaching. Good teaching of subject matter with the teacher giving glimpses of her organization of materials, providing an excellent teaching atmosphere and background and aiding the prospective teacher to orient and adjust him or herself to prevailing conditions will render a service to the embryo teacher and to society of far greater worth than presenting teaching recipes.

Teacher training then becomes a selective, sifting process trying to find candidates for teaching who have socialized and serviceable outlooks on life, who have or can acquire the learner's way of gaining knowledge, and who possess a large fund of the world's knowledge that the young and immature minds must possess if they are to succeed best anywhere in life.

J. A. PITMAN

Principal, State Normal School, Salem, Mass.

YOUR question, "Do Normal Schools overemphasize method?" recalls an incident that occurred in connection with the visit of the Mosely Commission, several years ago. A member of the Commission, who was, I believe, the principal of the Normal School at Birmingham, England, when asked for his criticisms of American Normal Schools, of which he had visited a considerable number, modestly replied that he had discovered a weakness common to both our teacher-training institutions and those across the water, which, for want of a better name, might be called "over-refinement of method."

This analysis fairly expresses my own opinion. It must be said, however, that this weakness is not nearly as prominent in our work as it was in the earlier days of the Normal School; and it is encouraging to see that we are still making progress in the determination of relative values in the matter and method of instruction, and particularly in the conservation of the originality and the ingenuity of the student. There were, and there still are, Normal Schools whose graduates justify their teaching practices by the belief that they must use, and use only, those methods which were taught them in the Normal School, and which they observed and employed under criticism in the training school, or the "model school," as it was commonly called; but, fortunately, we are beginning to discover that the educational principles are of far greater importance than methods, and that principles may be applied in a great variety of ways, so that peculiar conditions and individual needs may best be met. Moreover, we have learned that the number of principles which are really fundamental is surprisingly small.

We have also begun to learn, partly as a by-product of the war, that in education, as in mathematics, a straight line is the shortest distance between two points. The intensive training given to our young men in those trying days has made our professional consciences a little less sensitive when we impart instruction as directly as by the lecture method, which, in my judgment, is justifiable if the student possesses a sufficient basis of understanding, even though this was obtained as unorganized experience and entirely outside of the school.

For many years the traditional doctrine of formal discipline was one of our chief obstacles to direct and normal methods of teaching. Everything must be done according to a fixed formula. We were not aware that the child learns most through experience, and that these experiences are not always in logical sequence; that he learns much through imitation; and that he acquires a vast store of information by being told, very briefly and very directly, in answer to his numerous questions—by the lecture method.

No clearer distinction between principles and methods has yet been made than by Dr. Albert E. Winship, then as now, editor of the Journal of Education, in a discussion of "Methods, Their Use and Abuse," at a meeting of the American Institute of Instruction, in 1886. "Principles are unchangeable; methods may vary indefinitely and still be good. We have abused methods until they have overshadowed principles. Principles are the highway; methods, the guideposts. There are many right ways of doing anything in school; and what is best in one case may not be in another. The successful teacher masters principles so as to adapt methods to all the circumstances of pupils, subject, day, hour, physical condition of teacher and pupils."

CAROLINE S. WOODRUFF

State Normal School, Castleton, Vermont

THE drift in Normal School practice today seems unquestionably away from so-called Methods Courses didactically taken as they have been in the past. There is a technique of teaching today with which every teacher-training student must be familiar before she begins her work. Courses for the training in this have supplanted the old so-called methods courses, which were isolated from the rest of the school system. Professionalized subject matter courses have enriched the curriculum, giving a broader outlook, a richer field of background, packed with subject matter, yes, but with a professional viewpoint.

[The symposium will be continued November 26. An expression of your viewpoint is invited.]

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

V. THE NEW ENVIRONMENT—THE INSTITUTIONS

To educate the young on the basis of what is permanent and unchanging in human nature; to make experience, or life itself rather than books, the chief instrument of instruction; to approach learning through the medium of the sub-consciousness and thus to prepare for a balanced and contented mind; to make achievement the aim, either a happy vocation or a delightful avocation, or both, instead of setting up possession as the highest motive; these ideals have thus far been briefly defined. The central idea running through all these definitions, and intended to continue in its prominent place in connection with those to follow, is this: Education is participation of the individual in the great dominant instinctive activities—play, industry, sociability, worship.

Environment Never Defined.—Strange indeed it is that education in this country has never been made to include a clear-cut definition of what we mean by environment. The term has been used most freely, and there has been at all times a vague assumption that educationally, environment is a sort of combination of experience and influence. But, what are the elements of environment? How do these contribute to happiness and permanent well-being? How may these important influences be brought into vital relations with the learning mind, and the unfolding personality? In short, what is the environment, what are its parts and what do these contribute to a progressive citizenship?

It is to be the assumption of this brief chapter in further definition of a proposed outline of a new philosophy of education, that there are four essential elements of the learner's environment. Now these are institutions, namely, The Home, The School, The Church, The Community.

The Home and Education.—It is true that in the advanced high school and college courses modern education has undertaken rather seriously to conduct courses in so-called economics, or domestic science and art. Unfortunately these courses have been confined almost wholly to the feminine side of the family. Unfortunately, also, the introduction of this rather valuable course has come comparatively late in the learning career and after many of the most fixed habits and responsibilities of domestic relations have already been established. Considering it in the large, and with respect to its complete significance, the course in household economy now offered in secondary schools is a mere incident.

What is a good home? What is the meaning of the family? How do the various members of this group behave toward one another? What part of the entire course of education should be assigned to the home? What is a substantial father, an ideal mother? What are the several larger duties and responsibilities of parents, and of children of the various ages? What are the ideal relations of obedience and authority as existent between parents and children? What are the larger contributions of the well-established home life to a satisfactory citizenship?

Thus by asking a series of questions we might reasonably suggest the place and significance of the home in any acceptable course of instruction for the young. But these questions must be answered directly and indirectly in connection with the general process of teaching in every grade of the school. Beginning with the first primary, the ideals of home life which the young pupil is able to understand, should be presented, defined and discussed. At the end of the entire training course the learner should have a complete and adequate knowledge of all that is implied in the questions above.

The human family has not been instituted by society, but it has been evolved by society. It has come to us as we have it now, through ages of trial and correction, and it is for that reason comparatively indestructible. Destroy, if you will, the ordinary standard home and scatter all the members of the ordinary family. Then, under what seems an inexorable providence, there will arise out of the minds and hearts of the next generation to follow, the same persistent urge for marriage, home and children. Indeed, there is no historic evidence that war, famine, world-wide catastrophe or social revolution has ever changed in one point the substantial form or the natural tendency of what we have named above as the great human instincts.

The instinct for home life is as deep seated as human nature itself, and we must deal with it accordingly. What is being asked here is that we make this great call of human nature more consciously a part of every training program intended for the young. Classified under the four great heads given above, the home is an outgrowth of the one designated as sociability. The love dreams of youth lead on to social mingling, serious love-making and final marriage. But, how does this social unfoldment finally to issue in family life, go on at its best? What can be done to bring it to its best?

Unquestionably during recent years there has been a great set-back in the institution of the home, and the family. The marriage relation is especially in a chaotic condition. Now it is the contention here that the adequate course in home instruction and sentiment, as commended above, will do more than anything else to correct the most serious abuses now common in the institution of marriage.

The School and Life.—Stated in terms of what is being set up in outline here as a whole-life plan of education, the chief fault of the traditional school has been its exclusiveness, or its tendency to ignore the other three institutions as named. There has been no clear definition of inter-relationship, and no adequate program of co-operation. As a result, much of the very best instruction of the school during the past generation has been lost because of a lack of an equally valuable program on the part of the other institutions.

It would seem reasonable to assume that the superintendent of schools, for example, should be at least a voluntary director of education in general. That is, he should assume the prerogative of demanding that the home, the church and the community set up co-ordinate systems of training along with the school proper. In a complete definition of the philosophy of education, probably at this point, the school system as instituted today would reveal its chief shortcoming. Unquestionably there is a false but universal assumption among the masses that the school is capable of educating the rising generation; whereas, it is properly conditioned to contribute, not to exceed one-fourth of such service.

The Church as a School.—Considered in its relations to the children and young people, the church is more essentially an institution of learning than it is an institution of worship. Under this assumption the church can contribute a very considerable part of the sentiment, behavior and ideals which must contribute to what is known as the best in human society.

It is both necessary and practicable, therefore, that the church, or the several church organizations, plan to induct all the young into certain of the moral and religious principles of complete living. Precisely what can and should the church contribute in this connection? How is this contribution to be related to that of each of the other institutions? Especially, how may the instructions imparted to the young by the church be kept free from narrow, creed definition and sectarianism? It is here urged, and the point will most probably be defined later, that a general program of religious instruction may be successfully instituted and carried out in connection with the training of all the children of all the people.

The Community and Training.—Perhaps there can be brought no greater indictment against our modern system of education than to present evidence of the fact that it has practically always ignored the institution here named. Yet, the children and young people spend on the average the same number of active and waking hours per year in the community as they do in the public schoolroom. These are busy hours, active hours, and marked by intense interest. Here, indeed, is a great school, with no regularly employed teachers and no designated course of instruction. Worse than all, since the parents and teachers have ignored or abandoned the great institution of learning here designated as the community, commercialism has taken it over. Film entertainments, theatre performances and dance-hall revelry are here offered for sale at a vast price in money, and a greater cost in possible damage to character. It is the greatest present-day educational institution which we are defining here, but it is not even in the hands of educators. Commercialism, selfish big-business, is running this most valuable school of life.

We cannot hope to make any considerable progress in our effort to elevate human society until some measure of vast proportions has been set up and given authority to take over and control the community education of the young. The streets, alleys, parks, playgrounds, movies, theatres, dance-halls, and the like—these hold the centre of the stage of emotional interest, and intensive learning of the young. No philosophy of education may be considered either complete or adequate except it provide a new management of this entire field of learning. It would be altogether practicable for delegated authorities of nation, state and local society to make out a definite course of direction and management to cover the neglected field of education as here defined. A later amplification of this text will include an attempt to outline such a program.

The American college is a paradox. It is more severely criticised than any other institution in the educational system, and it is more popular than any other. The college is the most vulnerable institution that we have, and it is the most vital. Because we love it we chasten it. It has hardly responded to the chastening at all, but we love it still.

—Samuel P. Capen.

Education for Leisure

By ROBERT E. DOWNS

Cook County, Illinois

AS EDUCATORS, we have labored long and faithfully preparing children for successful living. Gradually education has advanced from a purely informational course to one which includes aesthetics, mechanics, athletics, health, thrift, etc. The major purpose of educators has been to prepare children for their work in life; the tendency toward the practical growing until it has reached its highest point in the present age. New ideas and new phases of education are now gauged by a practical standard, perhaps too much so. We have a new problem to face, which to the practical-minded may seem visionary if not quixotic. We must prepare children not only for their life's work, but also for their leisure. We must develop in every child one or more emotional releases suitable to both his temperament and his natural gifts.

Modern inventions have reduced the fatigue of labor to a minimum, departmental systems have narrowed the mental range of the office worker, apartment buildings and home facilities have both lessened and shortened the work of the housewife; and following these is the shorter working day with the five-day week just around the corner. All these factors mean more leisure. As educators it is our duty to recognize and provide for that leisure. Emotional outlets may well be considered in connection with use of leisure time. Something along both these lines has been done through the encouragement of reading. We have, however, encouraged only the classical or the best in reading which naturally has become a factor in the lives of superior children with little or no effect upon the rest. The less-gifted child has been left untouched because our scholastic standards would not recognize the type of reading suitable to his mental development. Athletics has been another endowment coming in part from the school. In most cases the objectives in fostering athletics have been too limited. The development of health and physique plus school spirit have been the main purposes; the visionist has added to these the development of character and qualities of leadership. Baseball, football, soccer, and basketball are the popular forms of athletics; all worthy of consideration. If we stop with these, a few skilful children profit by training and the rest are left as an audience. The above forms of athletics are of transitory value—five years after completing his school career the former athlete has perhaps his letter, a championship cup, and an interest in sports such that will prompt him to secure choice seats for the best advertised college games. Too few are the sports fostered by the school which "carry on." Swimming is rapidly becoming popular in our high schools, and justly so. The elementary school could reach the child at a period of life more susceptible to this training. Tennis, golf, horseback riding, rowing, paddling, skating, skiing, and all other seasonal and sectional sports should be included. As part of the curriculum few schools could hope to realize much progress in this field. We can, however, foster in every school a lively interest in all desirable sports in much the same manner as we encourage the development of morals, of character, and of patriotism; if we but recognize the value of such activities and inspire accordingly.

Music provides a delightful use for leisure time. Varied emotions find a ready release through music. Much has been done by our schools toward the development of musical appreciation. Here again, as with reading, the approach has been, and still is, limited almost entirely to the classical. Consequently, only a minority of the students has been influenced to an appreciable degree. Mass enjoyment has not had proper consideration —quality of musical appreciation has been the standard. For the purity of music this may be justifiable: nevertheless, "jazz" music still flourishes, and musical comedy plays to packed houses. It seems that clever teachers could create a desire for the singing and playing of music in every child by just a little elasticity of conscience without desecrating the classics. If this could be done every child would leave school with a desire to sing, many to play an instrument; and those with little aptitude for singing might be encouraged to give vent to their musical enthusiasm by whistling. Some phase of musical enjoyment could be found for every child.

The value of play as a use of leisure time has not been over-emphasized by our schools. Play as an emotional release will be seriously considered in the near future. We may be just a little tardy in recognizing the practical value of a lively interest in the various sports. Sometimes we fail to note that the social contacts made upon the golf-links or the tennis courts go farther in shaping the careers of young people than do many of the things we emphasize so strongly in school. Bond salesmen have followed the lead of insurance men in using golf as a means of securing prospects. Caddies have made contacts with business and professional men which later led to successful business association with the men they met on the links. Numerous are the examples of friendships formed through participation in sports which have raised people from both social and professional medi-

ocrity. Perhaps we can excuse a passive interest in play as a school problem by saying that play should come to a child naturally; it does to many. To many, however, realization of the need for play comes too late. We all know women and men who late in life attempt to learn the athletic sports. How sad it is to note the embarrassment of the adult with untrained muscular control who tries to do the things he might have mastered easily in the care-free days of his youth. We have seen intellectual giants at a summer resort who were dwarfed socially and crushed spiritually because of their inferiority in the sports which were, for the time being at least, of great importance. Early inclination had failed these people, parents had failed to encourage them; and unfortunately the schools had failed them.

Many people question the need for serious consideration of the development of emotional releases. They contend that nature takes care of the emotions. Nature would no doubt if nature had complete control over all conditions affecting individuals. Modern civilization, or some may say the lack of it, has supplemented the forces of nature with many influences which seem to be waging a successful war against what has been accepted as the natural course of human behavior. For whatever they may be worth, let us consider some of the conditions or states of mind we find all too common among the young people of our present age. The number of college suicides cannot be ignored. Suicide among business and professional people is becoming so common that the press no longer head-lines, nor does the public shudder at this morbid act. Discussion of the "futility of life" and its companion "the doctrine of chance" is not uncommon among the young women and men just breaking into the romance of life. This morose twist of mind is not confined to the unsuccessful youth nor the business failure among the mature; that is what causes concern. Hospitals and sanitariums are receiving an increasing number of "nerve cases," which are the result of melancholia. It is discomforting to see the number of such patients under thirty years of age. Despondency is not akin to youth, nor should the physical resistance be so early broken. As another indication of a trend toward the melancholy, let us consider the sentiment played upon by the popular music of the day. Anything which captivates the fancy of the multitude cannot escape being of interest to educators. Song writers and entertainers are students of human nature; their success depends upon the accuracy with which they gauge the public approval of their efforts. Al Jolson has become famous and commands one of the largest salaries in the musical world because he reaches a certain melancholy chord in the heart of the public. His plaintive songs seem to have a strong popular appeal. Irving Berlin, as a composer, has reached the pinnacle of success by using melancholy music with song of disappointment and heartaches. For some time popular music has been written around this or that form of "Blues," in fact "Blues" has figured prominently in the title of many of the best sellers. Regardless of our attitude toward popular music and our dignified indifference to its theme we have to recognize the fact that it is of interest to the public. An analysis of the songs which touch the millions of our people because they follow the whim of the public will show that loneliness, disappointment and blasted hope figure too prominently to be ignored.

Fiction has deserted the old-time happy ending. The heroes are now misunderstood beings who battle against tragic circumstance, or cynics who entertain by their novel way of scoffing at the conventions of society; all this passes as "realistic." Popular fiction like popular music is a gauge of popular sentiment as it is, rather than as we might hope it to be.

The number and type of people who drink intoxicants may serve as a barometer to indicate that people are finding an emotional release contrary to the plans and hopes of the educational world. This questionable use of leisure time has not been destroyed by previous training in the home, the school, or the church; nor has the Eighteenth Amendment lessened to a satisfactory degree this great social problem. Is it presumptuous to suggest that the efforts in combating intemperance have been too limited or perhaps in need of a change of methods? Note the intellectual appearance of a large percentage of the crowds found in the ever increasing number of cabarets to be found in our cities, small towns, and along the highways. Talk with them, and talk with the little girl who entertains, you will find they have this in common—lack of interest in reading and lack of interest in outdoor sports, usually both. They have a spirit of unrest; pent-up emotions, and the cabaret offers them an easy release.

Many educators may doubt that there is any noticeable tendency toward pessimism or cynicism in modern youth; they may question frank discussions of the "futility of life" among many young people; they may not notice melancholia affecting any great number of seemingly normal people; or they may think these matters worthy of slight concern, possibly dismissing any or all of the above as temporary reactions to a highly nervous state of society due to the rapid social changes of the times. In so doing, educators must consider that their viewpoint may be limited because their positions are a barrier to confidences on such subjects as these; their modes of living and conventionalisms a wall of protection against other than the better contacts; and their conceptions of modern youth and his ideas are too apt to be

formed from the guarded classroom opinions of their pupils.

As society becomes more and more complicated and individuals are subjected to rapid psychological changes with an abundance of leisure time for thought and action do we place ourselves in the positions of alarmists if we note the abuses of leisure today and the thoughts which occupy the minds of people in their leisure? If the educational world directs its effort toward providing for leisure and toward the development of emotional releases to counter-act those which come by chance, surely many plans will come forward. We may be able to head-off tendencies which seem unimportant today but which may grow to be serious problems to-morrow.

As educators, we are not to blame for all the shortcomings of mankind simply because we have a part in the education of individuals who are a part of same. It is our duty, however, to be ever alert to the problems of life so that we may face them as our pupils face them and be ever ready to administer either a stimulant or an antidote to the forces which may develop in our wards.

Thanksgivin'

By S. B. HOWE

Talk all you want of Chris'mas
And the Fourth so full of noise,
A real ole celebration
Of Thanksgivin' suits us boys.

Fur the turkey is a-sizzlin'
In the oven piping hot;
An' the taters are a bilin'
In the big ole iron pot.

An' the pumpkin pies are coolin'
On the frosty winder ledge
A-quiverin' in the centre
An' all brown aroun' the edge.

Just see Ma aroun' the kitchen
With a hot an' anxious look,
A-spyin' on us fellers,
Who she knows, jess like a book.

We're spoilin' fur a chance to grab
A piece o' punkin pie,
She knows it tew, y'betcha,
You kin tell it in her eye.

An' soon at table gathered
There'll be Pa an' Ma an' Jane,
An' Uncle Henery Larkin,
An' Aunt Sophia Lane.

The parson, lean an' hungry,
And lastly me and Jo,
Fur we're no slouch at eatin'
Turkey fixin's, an' that's so.

So brag about yer Chris'mas
An' your Fourth an' all its noise;
It's a real ole celebration
Of Thanksgivin' suits us boys!

—N. J. Journal of Education.

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to the

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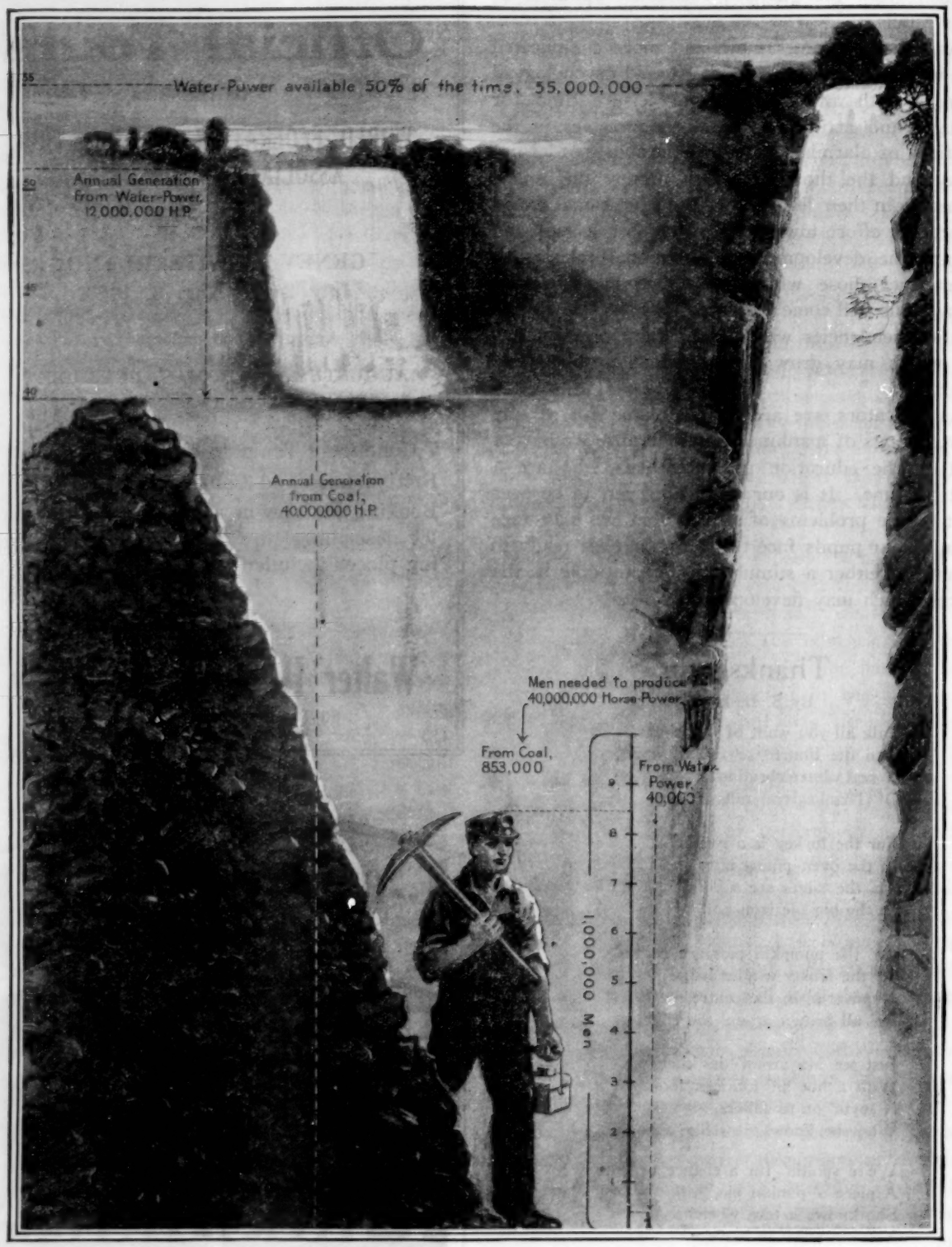
AT ALL DRUGGISTS

D-51-1


Water-Power available 50% of the time, 55,000,000
Annual Generation from Water-Power, 12,000,000 H.P.
Annual Generation from Coal, 40,000,000 H.P.
Men needed to produce 40,000,000 Horse-Power
From Coal, 853,000
From Water-Power, 40,000
1,000,000 Men

If the great streams and waterfalls of the United States were harnessed to generate electricity, they would produce a minimum of about 54,000,000 horse power (if flood waters were stored it might reach 200 million). This vast power is far greater than the total now produced by the use of coal, as you can see from this drawing. Yet, of this tremendous supply of energy, only 6,000,000 horse power has been put to work —the remainder awaits development. There is also another side of the question. It takes about 853,000 men—miners, coal-heavers, firemen, engineers, etc. — to produce the 40,000,000 horse power from the coal. The same power could be produced in hydro-electric plants with the labor of only 40,000 men.

The above illustration is from page 3697 of Compton's Pictured Encyclopedia, published by F. E. Compton and Company, Chicago.—Advt.

Amazing Power of Water

By A. E. WINSHIP

HYDRO-ELECTRIC power is remaking America geographically as well as industrially and commercially. Until quite recently if any industry wanted to use water power it had to go where there was a waterfall. About a century ago Rochester, New York, took the flour industrial leadership from Baltimore and Wilmington because it had water power. Now, thanks to long-distance power transmission, the waterfalls of the Montana region carry limitless hydro-electric power to mills and factories far away in every direction.

In order to appreciate the saving in coal by the introduction of water power in creating electrical voltage, we will trace the development of the transmission of electricity from the first power station to its present vast use which has only begun.

It was forty-six years ago last Washington's Birthday that electric power was first sent to any customer.

The power station was a stable near the corner of Tremont and Boylston streets, Boston. The first customer to use this power was the Bijou Theatre nearby. Thomas A. Edison himself officiated at the station, and the lights in the Bijou Theatre were controlled by the voltage which he regulated.

That stable station has become a great power plant, covering more than twenty-nine acres in South Boston, and now supplies electric power to thirty-nine cities and towns and sells power at wholesale to Wakefield, Wellesley and Norton, Massachusetts. The territory served covers six hundred square miles, and a quarter of a million population. This station uses more than one thousand tons of soft coal a day.

Fourteen years ago the United States used twenty-two million horse power; nine years ago, twenty-nine million horse power; three years ago, thirty-five million seven hundred and seventy-nine thousand horse power. This is a gain of more than thirteen million horse power in fourteen years; that is, a gain of sixty per cent.

The manufacturing industries of Pennsylvania use 5,373,000 h.p.; Ohio, 3,482,000 h.p.; New York, 3,348,000 h.p.; Illinois, 2,247,000; Massachusetts, 2,013,000; Michigan, 1,887,000; Indiana, 1,420,000 h.p.

The remarkable success in the use of electric power is due chiefly to the invention and promotion of long distance power transmission by means of which water power can be made available for all purposes regardless of distance.

By this means voltage can be stepped-up to almost limitless heights. For instance, at Niagara Falls, a pressure of 1,200 volts is stepped-up to 60,000 which is transmitted to Syracuse, a distance of one hundred and fifty miles. The Keokuk plant on the Mississippi River generates 11,000 volts for St. Louis, one hundred and forty miles away, and it is stepped-up to 110,000 volts.

In California there is a power plant in a remote place in the Sierra Nevada mountains where the power is stepped-up to 150,000 volts, and transmitted to Los Angeles, two hundred and forty miles agay.

The stepping-down is even more wonderful than the stepping-up. Ordinarily the current sent out for miscellaneous service is less than 3,000 volts. This can be stepped down to 250 or even to five or six volts, and used for any conceivable purpose. It can saw wood or milk cows on the farm, boil eggs and toast bread on the breakfast table, heat the kitchen range and freeze the ice in any size and shape demanded. It can keep us warm or fan us for cooling comfort. It makes hens lay more eggs and quickens muscles when we are tired. It can do anything and everything, anywhere and everywhere that anybody and everybody wants done. The voltage can be stepped-up so that it can carry a freight train a mile long over the steepest grade. Failure to use water power to the fullest extent is a great civic as well as industrial tragedy. America's prosperity, present and future, is largely a question of quality and price of power. Were there any such waste in any other natural resources as there is in America's water power there would be such a protest as has never been known.

We are using 12,000,000 horse power, and there are three times as much unused water power in the United States as in use.

Another feature which should be magnified is the fact that the use of water power in no wise reduces the supply, while every ton of coal used in creating power takes that much from the supply which required millions of years for its creation, and a billion years cannot create another ton of coal. Water power is endless, power from coal must come to an end sometime.

After all that we have said the illustration on the opposite page makes everything more vivid than language can.

School Problems

Edited by a School Executive

Steer clear of assumptions in education *This is the age of scientific inquiry.*

185. What do you think of the rule that some cities and towns have of requiring that teachers must have teaching experience before they will employ them? (Indiana.)

As a hard and fast rule I think it is a poor one. As a general policy for the places that pay better salaries it works as far as preventing home girls without experience being pushed in as soon as they leave Normal school, and that is about all it does.

No superintendent is foolish enough to want to fill his system up with green teachers. On the other hand if he can only pay small salaries his choice may be "hopefuls or has-beens." Then if he pays only fair salaries and is held down by such a rule he is forced to take teachers who go out from Normals with two years' modern training sometimes on a background of poor rural schooling in their own life into a rural situation usually unsupervised and poorly equipped before they come to him. In the first position for that year or two do they go up or down? Usually down. They teach, not as they learned at Normal, but as they were taught. No supervision, no recognition, every handicap! Why shouldn't they? When the small city or big town superintendent gets them they are far behind the green graduate, and those bad habits are hard to break down.

It is always wise to pick some teachers fresh from Normal or training college and train them your way. Part experienced and part inexperienced is the best plan. These new girls under good local supervision, if they fit at all, and if they don't they are more easily dropped than experienced teachers, bring a loyalty and enthusiasm for the school system that puts life into the whole corps. It is the old story of "old heads for wisdom, young hearts for war." We need them both.

186. Should everybody be taught to be as original and personal as possible? (North Dakota.)

I should say not. We still have great need of mass education. We live in both small and large groups, and in order to live in peace and progress we must have many common understandings that can come only from studying the same things together. Individuality or originality can only go as far as it does not interfere with the good of the community. That is a note which needs sounding wherever we see educators swinging to the extreme in individual and original training. If everybody were taught to be as original or as personal as possible I fear that democracy or the art of living together would be an even fainter dream that some folks think it is now.

187. What do you think of marks according to ability? (New Mexico.)

By that question I suppose you mean if a child has an I. Q. of A he should be expected to get A in the various subjects once his level had been acquired by achievement tests in those subjects, the work carefully graded, and he has every opportunity to proceed at his individual speed and interest under expert guidance. Yes, as a theory I suppose I agree to that.

In average school work it is practically impossible. It calls for more individual attention and adjustment than the ordinary school can give. Then that phrase, "the work carefully graded," is not one hundred per cent. "sound proof." We can never be sure on the grading. True, the child helps us by taking what he is ready for or wants. But often his disposition or breakfast has as much to do with what he wants as his intellectual capacity or former achievement. Then there are very important factors we have no way of measuring, such as his will to work, which has far more to do with his success than his knowledge.

From this don't infer that I believe that a check-up between ability and marks is not important. It is! It is a great help and should be used, but I have no faith in a perfect correlation always being possible.

188. What do you think of the dental clinic being run by a private agency? (Mass.)

I believe it is fundamentally unsound. You might just as well let any other department out to a private agency and expect to get the best results. If the dental clinic is a part of the school work and organization it can function to its greatest possibility only under school management by trained school administrators who know how to direct and correlate the various school departments in the pupil's life. It is only one of many of the avenues of child education (yes, I mean education; it is part of the health work) and must fit into the whole schooling of the child. This can never happen when it is under an outside auspice, which knows practically nothing about the whole schooling of a child or the science of education. They may be splendid, generous, well-meaning people, but they know nothing about running a dental clinic in a school system, and the minute they support it by private funds they set up limitations. It is a very unfortunate condition wherever it exists.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Jacob's Ladders

Have you ever read the story of Jacob's ladder? It begins in this way:—

"And Jacob went out from Beersheba, and went toward Haran. And he lighted upon a certain place and tarried there all night, because the sun was set; and he took of the stones of that place, and put them for his pillows, and lay down in that place to sleep. And he dreamed, and behold a ladder set up on the earth, and the top of it reached to heaven: and behold the angels of God ascending and descending on it. And, behold, the Lord stood above it, and said: I am the Lord God."

Like most other wonderful passages in the Bible this simple story covers a mighty truth. Yesterday, as I rode through the countryside, I came to a bit of woodland through which flowed a quiet stream. The maple trees stood in ranks on both sides of it. The frost had touched them. They glowed with gold and crimson and purple as though smouldering with a thousand fires. Each beautiful leaf had a lovely reflection in the pool below. As I looked at this wonderful scene, the story of Jacob's ladder came to me and out of it burst forth, like the colors before me, the beauty of its deeper meaning for the human spirit. Is not every beautiful thing a rung in the ladder leading up to God? The grass under our feet, the blue aster on its ladderlike stalk; the crimson and gold of the mounting leaves of the frost-stricken maple tree; the glory and uplift of the purple hills beyond; the clouds when they go white-sailed and wonderful; the birds that mount singing even above them; the moon, the sun and the far-distant stars, all are ladders leading up to God.

The vision of the ladder came to Jacob in his sleep. How much more blessed are we who see beauty with wide-open eyes.

—

He Who Serves Commands

What an interesting thought is wrapped up in the title of this chat! He who serves commands. Can such a statement be true, and if it is true what kind of world is this where the bottom is the top and the top bottom, where the servant is the master and the master servant? Of course I am trying to stir up your curiosity. I want you to raise a question in your mind. I want you to smile as though saying: "That is a little too much. You might as well say: 'That which is black is white.'" Well, let us examine the world about us. Let us go into a hospital where a rich man, whose word is law in a thousand factories, lies ill of a fever. A servant waits on him, a simple girl dressed in white whose gentle fingers are trained to ease human suffering. The man tries to lift his head, the nurse lays her hand upon his brow and says: "You must be quiet, you must not move." The rich man obeys. She who serves commands.

Let us go now into a schoolroom. A teacher is there and thirty children with her. From her lips come forth commands which the children hasten to obey, and yet the teacher is the servant of those thirty growing minds. She slaves for them, but they obey her voice. She who serves commands.

Let us go into the White House and watch the President as he signs a bill which then becomes a law regulating the lives of millions. What is the mighty man with the powerful pen but the servant of the rest for whom he makes the law. He who serves, again, commands.

Let us go into our own home and watch our mother prepare our evening meal. See how she serves, her face hot with the stove's heat and her hands red and her body wearied with the long day, and yet we hasten to obey her when she speaks to us. In serving she has won the right to give commands. And so it goes, all over the wide world. People serving and commanding in proportion as they serve. People obeying those who serve most, who serve best and who serve in the gentlest spirit. He, only, is a monster, a tyrant of a hated brood, whose orders are based on power and not on the service that he gives.

The lesson from all this is plain. To him who serves best is given the freedom to command.

—

The Crimson Aster

There is a marsh not far from my home where the blackbird sings her cheery note and builds her rough nest under the brown torches of the cattails. It is a strange, mysterious place. Giant bullfrogs croak solemnly in the dark depths at night, dragon flies speed their tiny airplanes here and there, mooring themselves to the pointed brown tips of reeds; green snakes crawl smoothly through the coarse grass with a soft, rasping sound, and mud turtles haul themselves out on half sunken logs to enjoy the sun. Along the border of this marsh the asters bloom, filling the air for a half mile with a soft, purple haze. Not long ago, as I looked across the marsh, I saw a spot of crimson glowing like a soft fire on the farther bank. A half hour later I made my way down to the crimson mass and found to my delight that it was an aster of most remarkable size and beauty. The stalks stood fully six feet high; the flowers were an inch and a half across; each beautiful crimson ray seemed like the flashing of a miniature sun. As I looked at this beautiful flower that had the power to change its color from the purple of its mates to the bright crimson of the evening sky, I saw, in vision, its seeds scattered by the fall winds into a thousand places along the margin of the marsh. I saw a new glory rising in a new spring and new beauty stealing up along our New England hills.

—

Messages

Have you ever thought about messages? What wonderful things they are. One night a traveler in South America lay awake in his canoe and listened to the patting of drums afar off in the dense woods. When morning came he found curious natives peering at him. The drums had told the story of his coming and had given his exact location on that mighty river in the wilderness. This traveler was so impressed by his experience that he began a study of messages of various kinds.

Three important parts are found in every message. First, of course, comes the sender. He is some living, thinking thing who has something to say and finds a way of saying it in a clear and understandable manner. Then there is the message itself. It has a meaning. It is the body of a thought. It takes flight from the mind of the sender on a thousand different wings. It may be a flash of sunlight from a mirror, or a sound of a drum, or a voice calling, or a word written on some rock or carved into a tree or penned on a sheet of paper; it may be a radio flash or a song or the

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blast of a trumpet. Whatever it is, it leaves the mind of the sender and travels slowly or swiftly to the third important part of the message, the mind of the receiver.

How interesting this all is! Wherever there is a message there must be a sender though the receiver be absent.

Now as I came into school this morning I received a message. It came to me at the bend of the Charles River just above Watertown. It came in the form of writing on the sky, writing that had wings, that moved and settled on the water not three hundred feet away. Wild ducks on their journey into the Southland had stopped for an hour's rest in one of the calm river coves. Two parts of the message were very, very plain to me; the message itself and I, the receiver. The other part, the Sender, must without fail exist. Somewhere, some place, a living mind had worked out every detail of the message and given it strong wings and sent it abroad upon the earth. As we look around us all things that we see are messages, for all things are the carriers of thoughts; the song of bird, the flowers beside the way, the mountain tops; our fellow men, all are messages speaking a Sender some place beyond our human eyes.

Flowers Are Always With Us

If I were to ask any of you this simple question: "When do the flowers blossom?" you would say at once: "Why, in the summer time of course." Your mind, if you lived in the temperate zone, would run hastily over banks of snow and along frozen hedges seeking in vain for even a suggestion of a flower, and yet your answer would be wrong, the flowers never desert us. They are with us always.

Not long ago I sat down and ran through a book of poems. The flowers were there, blossoming and nodding to me with their gay, smiling heads, they were there beautifying each page and lending color to the poet's words and sweet fragrance to his thought. There, scattered across the white page, like dust of newly minted gold, I found the

"Dear common flower, that grows beside the way
Fringing the dusty road with harmless gold."

At the corner of a cottage at the end of a quiet lane, I found the spot where

"The crocus hoards the sunset gold;"

beside a wide marsh I saw

"The cowslip's common gold that children spy."

I paused beside

"the white lily's breezy tent;"

I found myself

"standing under a spire of pale blue larkspur;"

a second later I stood enraptured

"where the rose of dawn blooms earlier across the miles of mist;"

"from every page," I said to myself, "rise odors of ploughed field or flowery mead."

What a delightful journey through the thoughts of men with the lovely flowers as my companions all the way!

Thus do the flowers stay with us in the writings of our famous men; thus do we come across them everywhere we go; thus do they meet the bitter blast of winter and the driving snow, blossoming forever in the beauty of man's soul and in his spirit's garden all aglow.

To-Day

This little strip of light
Twixt night and night
Let me keep bright
Today.

And let no shadows of tomorrow
Nor gloom of yesterday
Obscure today.
And if tomorrow should be sad,
Or never come at all, I've had at least
Today.

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THE DANISH FOLK SCHOOL
Its Influence on the Life of Denmark and the North
By Olive Dame Campbell

A sympathetic portrayal of the high average rural life and education in Denmark and the great significance they might have as an example for our rural schools. Illustrated $2.00

THE PARENT-TEACHER ASSOCIATION AND ITS WORK
By Julian Butterworth

This book is based on a study of the activities, objectives, and organizations of 797 local parent-teacher associations found in nine states. It is a scientific, unbiased discussion of the value of this work. $1.25

AN ADVENTURE WITH CHILDREN
The Biography of a Progressive School
By Mary H. Lewis

An experiment in education told in an informal style. John Dewey said of it, "It was in my opinion one of the two or three outstanding experiments in elementary education in this country." Illustrated $1.50

PRESCHOOL EDUCATION
A Historical and Critical Study
By Ilse Forest

This is a very complete study of social attitudes in relation to the very young child, the effect of cultural changes on the child's life, the development of pre-school education, the family as an educational institution, etc. $1.80

A GUIDE TO LITERATURE FOR CHARACTER TRAINING
Volume I. Fairy Tale, Myth, and Legend
By Edwin D. Starbuck and Frank K. Shuttleworth

Gives a list of the world's best fairy tales, animal stories, myths, and legends with the ethical situation each illustrates. $2.00

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EDUCATION IN ACTION

Industry to Pay Debt to Education

University and college teachers, "who are not as well paid as clerks," are going to have their salaries doubled, and education, which costs American taxpayers more than $1,000,000,000 a year, will shortly have financial support "to a degree undreamt of until now." This matter-of-fact prediction was made by Edward A. Filene of Boston in an address to several hundred educators attending the sixty-ninth annual convocation of the University of the State of New York at Albany. Education, as expressed through natural scientific, industrial and business research, is largely responsible for America's great prosperity, Mr. Filene declared. Men of natural science and college trained experts who have made discoveries in industry and worked out problems in distribution are the "brains" of the business machine, said the Boston merchant. Because they have begun to recognize that research pays large dividends, not only to the country generally, but directly to their personal profit account, business men will generously support the educational system that supplies the natural scientists and experts, Mr. Filene asserted. "Modern business must give preference to college and university men trained in scientific methods. Because of its need for brains, successful business will be obliged to help support education to a degree undreamed of until now. While we are contributing a great deal of money to education, it is wholly inadequate. No man can run a ten-acre factory with a five-horsepower engine. Neither can we run America's 60,000,000-horsepower industrial system without intelligent man-power, in the low as well as in the high positions," he said.

Check Waste In School Construction

Two Columbia University professors, George D. Strayer and N. L. Englehardt of Teachers College, considered as authorities on school administration, are responsible for the saving of millions of dollars in school building construction over the United States. Through scientific surveys similar to city planning investigations, they are annually saving cities and states hundreds of thousands of dollars that would have been wasted in poorly built schools. "Millions of dollars have been wasted in constructing inadequate school buildings," Professor Strayer said. "It has been nobody's fault in particular, but it is very unfortunate that our educational systems have often been in the hands of non-professional people who fail to see the needs of school children." While the professors have for the last fifteen years been associated in teaching students the problems of school administration, much time has been spent in making surveys, and as part of school work the students are taken to the various fields to aid in compiling charts.

United States Sends Teachers to France

Seven graduates of American colleges have been appointed to positions in French secondary and normal schools for the academic year 1928-29, according to an announcement made by the Ministry of Public Instruction of France through Archie M. Palmer, assistant director of the Institute of International Education. Five of the graduates will occupy posts of assistant teacher of English in secondary schools, and two will have posts of private tutor of English in normal schools, the announcement said.

Translation of Shakespeare Into Japanese Takes 43 Years

Dr. Yuzo Tsubouchi, honorary professor of Wasedo University in Tokio and one of Japan's leading dramatists and literary authorities, has just finished a complete translation of the complete works of William Shakespeare, a task which has taken him forty-three years. The work is in thirty-four volumes and is hailed by literary authorities as a perfect representation in Japanese of the English original. To commemorate the completion of this important work the pupils of Dr. Tsubouchi plan to establish a dramatic library in the compound of Wasedo University. Critics of the noted Shakespearean authority's work are unanimous in their praise of the purity and accuracay of the translation. Some even say that several of the translations have a better dramatic effect than the original.

Start Radio Musical Programs

The series of educational broadcasts designed to be heard each week by children during school hours was inaugurated Friday morning, October 26, at 11 o'clock, Eastern Standard Time, with Walter Damrosch leading a symphony orchestra. The first half hour is designed for children in the third and fourth grades. At 11.30 o'clock Mr. Damrosch presents a concert for children in grades 7, 8 and 9. Besides conducting the orchestra Mr. Damrosch explains something of the history and significance of the various selections, describing the instruments which will be heard in distinctive passages and distinguishing the themes by playing them on the piano.

Fighting Dad Wins Degrees

To make a college graduate, in the case of Allison F. Barnard of St. Paul, Minn., it has taken one flour mill fireman, one coffin works machinist, one clerk, one stenographer, an organist, a pianist, a choirmaster, a cornetist, a clarinetist, a bass viol player, church singer, an evangelistic singer, a cost system efficiency expert, a pastor, a music teacher, and a consistent burner of the midnight oil, not to mention forty-three years of loyalty to the educational idea. Mr. Barnard has lived these sixteen lives himself while working for a college degree. When Macalester College had its commencement exercises he became a college graduate with degrees of bachelor of arts and bachelor of music. The status he has "hankered for" nearly all his life, to use his own expression, he now has. In 1911 his wife died, leaving him with six children from one and one-half to sixteen years old. All have not only three square meals a day, but "advantages" their father was still working to get for himself.

College Degrees Increase Earnings

The more college degrees a college woman has, the greater her earning capacity, according to a recent survey of salaries of Radcliffe graduates. The average yearly salary of a college woman with a Ph.D. is $2,900 as compared with the $2,000-a-year salary of the bachelor of arts graduate. These figures are the result of taking the average salaries of 1,357 Radcliffe graduates. There were cases in which the A. B. holders earn far more than some of the Ph.D., but the general figures for the groups indicate that the time spent in higher education brings a proportionate financial return. The average salary for those holding a Master of Arts degree was $2,500.

Asks for Millions For Girl Colleges

A joint endowment of many millions for Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar and Wellesley Colleges is urged by Dean Virginia C. Gildersleeve of Barnard in her annual report to President Nicholas Murray Butler of Columbia University. Dean Gildersleeve also declares that Barnard alone is in need of $1,000,000 to meet the problem of salaries, which she says is acute. The seven colleges have a scheme for administering among themselves any gifts they may receive jointly. Their alliance in an "effort to make their services and needs better known to the world" she calls one of the most interesting developments of recent years. "The mere fact that we can co-operate," she says, "instead of engaging in 'cut-throat' competition, has already surprised and favorably impressed the community, and has attracted considerable attention to the whole problem of higher education of women."

Teacher Rating System Attacked

The present supervisory system used to "rate" teachers in the public schools was bitterly attacked by Dr. Abraham Lefkowitz, head of the social science department of the High School of Commerce, New York City. He spared no adjectives in condemning the rating system, under which supervisors rate the teachers in their department for teaching ability. He described the type of supervision now used in most schools throughout the country as "the reign of the club" and characterized the old type of supervisor, still found in many schools, as a "Simon Legree," whose influence is destructive and negative. Dr. Lefkowitz urged the necessity of united action among the teachers to provide democratic conditions in the schools and more human co-operative relations between them and their supervisors.

Courses by Radio Offered in Oregon

A new era in education on the Pacific coast has been opened with the presentation by the University of Oregon of the first of a series of radio courses in university subjects. Professor Wilkie N. Collins describes the radio course as follows: "Radio, possibly and paradoxically, restores the walnut centre table, the kerosene lamp on it, and all the family siting around it while somebody reads aloud. That was just possibly the pleasantest and the most valuable single custom New England social civilization gave to the United States. The custom disappeared when we all got the habits of spending spare time dashing past scenery at forty miles an hour or sitting still in a darkened cave while scenery dashed past us at forty miles an hour. Fed up with these two dashings that account for so much of our leisure, we are more ready again to sit comfortably in our own lighted homes and let reading not dash but flash to us, come so fast that there is no sense of its coming at all, but only of it being there—'majestic instancy.'"

College Athletes Have High Rating

That athletes make as high grades as their non-athletic brothers, that athletes have higher average grades during competitions than while not competing in sports, and that athletics forms an incentive to study are among the conclusions drawn from a survey made recently by a student in economics at the University of Wisconsin. The most significant reason, the survey states, for the athlete's scholastic success is that he learns to be efficient in his methods of study. He must bring to his academic tasks that same resourcefulness of initiative demanded of him in the field of athletics.

Teaching of Evolution Again Arkansas Issue

Should Arkansas' tax-supported schools be allowed to teach as a fact that man descended from a lower form of animal life? That is a question that has been placed before the voters for their decision on November 6. A lively campaign is in progress. A. L. Rotenberry, Little Rock attorney, known as the author of the Arkansas "monkey bill" and subsequently of the initiative act soon to be submitted, is the leader of the fight in behalf of the proposed measure against such a teaching. The teaching that man's ancestors were other than men is contrary to the Bible, he and his supporters believe. It was two years ago that he started his campaign, and in the first battle he lost. As a Representative he drew up a bill making it unlawful to teach evolution in schools supported by the state. After passing the House by a margin of three votes the bill was tabled in the Senate. Those who favor the act do not speak for it as an anti-evolution act, because most of the teachings they are fighting are not spoken of as teachings of evolution. As an example, one excerpt from a book declares that "both man and apes come from common ancestors." The book also states that we often incorrectly speak of "man and animal," when we should say "man and other animals, for certainly man is an animal—just as truly an animal as the beast of the field." It is the plan of those who favor the act to have all these books taken out of the schools and either new books selected or the paragraphs mentioning the descent of man stricken out.

Rural Specialists In Educational Field

Among the notable recent achievements in the development of educational leadership two are of special importance to rural education: (1) The enlargement of the staff and functions of state departments of education and their development from clerical, statistical, and business organizations to professional offices with staff assignments to varied specialized fields. (2) Professional leadership in rural education by chief state school officers and by staff members of state departments of education especially assigned to rural schools. Successful leadership in rural education is manifested in a variety of ways: Through legislation for various administrative reforms; certification laws demanding higher qualifications of teachers; increased appropriations; scientific methods of distributing funds; and new and better types of state aid for education.

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Adult Education Program Enlarged

Declaring that forty-five is the age at which most men have lost touch with the new developments of the world they live in and therefore are unfit for executive positions in which they deal with youth, Dr. Cloyd Heck Marvin, president of George Washington University, pointed out the adult education program of the university as a step to bring the "philosophical complacency" of middle age into tune with the "psychological enthusiasms" of youth. Dr. Marvin amplified his statement made before mothers of first-year girls of the university to the effect that the mental attitude of most men or women of forty-five or older is unfit for governing youth. "Men of forty-five have reached a philosophical complacency out of harmony with the energetic enthusiasm of the psychological developing youth. They do the work at hand in an efficient manner, but lack the imaginative and adventurous enthusiasm of youth. It is this attitude which handicaps them in their dealings with young people, even their own sons and daughters," he stated. "It is to bring this challenge to the mothers and fathers that we have gone into our adult education program on a large scale," he added.

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TREND OF THE TIMES

YOUNG WOMAN who knows a great deal about one subject of obvious importance is going to find ever widening fields of endeavor, according to Miss Emilie J. Hutchinson, associate professor of economics at Barnard College. She advises girls to choose some work away from the beaten path as much as possible and to remember that the field chosen may be the one that will be kept permanently.

FOREIGN TROOPS still on German soil number more than 67,000. These figures do not include 7,900 members of families of occupation troops. According to the French figures their army is now around 50,000. Fifteen thousand troops are still in the Second Zone with headquarters at Coblenz. The remainder are in the Third Zone area, 45,000 being French.

INCREASING DEMANDS for long-distance telephone facilities throughout the United States will result in an expenditure of nearly $38,000,000 during 1928. Long-distance cable lines to be installed will reach a total of 1,370 miles, it is expected, and aerial wire construction, including pole lines, calls for an expenditure of $4,341,000. Appropriation for other equipment has been set at $9,519,000.

POOR CONSERVATIVES in the city of Nandaime, Nicaragua, are being sent one thousand suits of clothes from the Conservative campaign headquarters at Granada. The purpose is to allow them to make a presentable appearance at the coming registration and elections.

AUTOMOBILE is now the leading cause of accident fatalities in the United States, accounting for one out of every four accident deaths, Dr. Louis I. Dublin, statistician of the Metropolitan Life Insurance Company, told the National Safety Congress meeting in New York City. Accidents of all kinds caused 95,500 deaths in the United States last year, Dr. Dublin said. About one death in six is attributed to accidental causes.

FARM MACHINERY demand is greater than the supply, according to S. H. McCrory, chief of the Federal division of agricultural engineering. With more than $2,691,703,629 worth of machinery already in use on American farms, the purchase of agricultural equipment this year has been so heavy that market supplies were unable to meet the demand. From farmers themselves McCrory learns many had to revise harvest plans because they were unable to get delivery on the equipment they expected to use.

SUBURBS of many American cities within the next few years will be pushed back four times as far as they are at present, declares Hiram Bingham, senator from Connecticut, who has recently returned from a study of aviation in Europe. He is the author of the Air Commerce Act of 1926 and he has held a pilot's license since 1917. "Flying busses," he asserts, "will perform the same office in reallocating city suburbs that was first performed by the bicycle and later by the automobile."

RELATIVE EARNING capacity measured by a standard employed by the statistical bureau of the Metropolitan Life Insurance Company which eliminates the change in the value of the dollar, has increased more than fifteen per cent. during the period of 1870-1920 in consequence of a shifting of the age groups of the male population. In this period the proportion of young men under twenty in this country has decreased from slightly under half the male population to a trifle above forty per cent. of it. Proportion of males between twenty and forty-four years has increased from 34.9 per cent. to 38.2 per cent.

NEW COMPANY has been formed as a gigantic entertainment enterprise combining vaudeville, talking motion picture exhibition, radio broadcasting, and talking picture production and distribution. These various corporations have a total capitalization of approximately $600,000,000.

PANAMA CANAL, in fourteen years of operation, has transited 46,833 vessels carrying 215,286,199 tons in freight and has received $193,307,727.83 in tolls. Transits for which tolls were not paid were nine per cent. of the number of the commercial transits. Since its opening, 4,267 non-toll-paying vessels have passed through the Panama Canal with 2,617,728 tons of cargo. The equivalent tolls for these vessels would have been $8,967,419.

ECONOMIC STATUS of American industry has not been influenced adversely by the fact that this is a "presidential year," according to a survey made by the National Association of Manufacturers. Immediate trade prospects, employment conditions, and wage schedules were found to be relatively better than they were a year ago.

The BOOK TABLE

TRAINING CHILDREN TO STUDY. Practical Suggestions. By Bessie W. Stillman, Ethical Culture School, New York City. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

In present-day education learning is the fruit of thinking and all modern textbooks magnify the art of helping teachers to promote thinking in connection with study. "Supervised Study" was the first wave of professional enthusiasm over helping children to think keenly and independently as they studied.

The Ethical Culture School has always intensified appreciation of the art of thinking. To an unusual extent this institution cultivates culture by cultivating thinking in study, and "Training Children to Study" is intensely practical in its suggestions for promoting the thinking of children when they study.

OUR CEREAL GRAINS. By Nellie B. Allen. Cloth. Illustrated. 300 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Miss Allen has rare genius in adapting geographical information to the latest service to communities and a masterful way of inspiring pupils to crave the facts and the reason for their special usefulness as she presents them in her books. "Our Cereal Grains" is one of her greatest achievements in the series of "Stories of Raw Materials."

JUNIOR HIGH SCHOOL SCIENCE. By Mae Johnson Corwin, Los Angeles High School, and Walling Corwin, San Diego High School. Cloth. 390 pages. Illustrated. San Francisco: Harr Wagner Publishing Company.

The special significance of this book is the fascinating way in which it approaches each feature of science that is liable to be studied in a public school by students of the seventh, eighth and ninth grades. It has winnowed phases of each subject that is unimportant for children in these grades, and it makes everything that should be studied interesting to children of this age.

If there is a keyword for this book it is "Think." This does not mean "Make a child think," but "Have a pupil want to think."

The special scheme is the "Unit Plan," with thirty-four units, each complete in itself, so that each unit can be studied when it is seasonable, or when the community thought is centred upon that unit.

For instance, the daily papers may publish an account of some seaport that has been afflicted with the "bubonic plague." Then, no matter what time of year it is or what the next unit in the book is, jump everything and take "Unit Twenty," which is the best ten pages on Rodent Pests that we have seen. This is a wholesome and attractive book on Science whether from the standpoint of rounding out the knowledge of a child who will leave school at the end of the junior high school course or as an introduction to further study in the senior high school.

A QUART OF MOONLIGHT. By James Woodward Sherman. Illustrated by John Gee. Cloth. 150 pages. Boston: Little, Brown and Company.

This is a fairy-like story such as no one ever read before. The charm of a fairy story is always the fact that it was never read before, and this book certainly has this charm. And it uses the moon, which every child looks at with great curiosity, and even men, wise men, have never ceased to wonder about the moon and their wonder was never greater than today.

"A Quart of Moonlight" simply makes the children wonder as their father and mother have done from childhood. It is something wholly new for old and young.

CAROLINA'S TOY SHOP. By Rebecca Rice. Illustrated by Billie Chapman. Cloth. 260 pages. Boston: L. C. Page and Company.

The L. C. Page Company has rare skill in the selection of manuscripts which meet live issues in an attractive way. "Carolina's Toy Shop" is so vital to child life, North and South, at this time as to make its appearance almost uncanny. For the first time in a century and a half South and North are heartily in sympathy, socially, industrially and commercially. Quarter of a million tourists exchange trips North and South each year. Old prejudices are passing, new interests are replacing them.

This is the first book we have seen in which there is no trace of suspicion that there was ever any unpleasantness between the sections. Here is a lovely story of a little girl who inherited all the misfortunes of an orphan in the South, but with no hint that the South played any part in it, being received, loved and given a wonderful, joyful life in the North with no faintest suggestion that the section had anything to do with it. Here is a rare opportunity for children North and South to read this fascinating story of a child in the South and in the North with no possible insinuation that it was any different from having Carol orphaned in Wisconsin and glorified in Colorado. Personally we consider the appearance of this book at this time as having high significance in having sectionalism give way to Americanism both North and South.

FAIRY FOLK STORIES AND PICTURES. Silent Reading, Seat Work, Thought Tests. A Silent Reader with Pictures to Color. By Miriam Mason Swain. Paper (10 by 7 inches). Chicago: Hall and McCreary Company.

This is an attractive plan to stimulate interest in thought as children read. It is exceptionally appealing to children because of the fairyland spirit, and it requires spirited thinking to make the color enhance the charm of the airy fairy life.

SCHOOL BUILDING MANAGEMENT. The Operation and Care of School Plants. By Charles Everard Reeves, Ph. D., and Harry Stanley Ganders, Ph.D. School Administration Series. Cloth. 395 pages. Teachers College, Columbia University.

This is the only adequate study of the operation of modern school plants that we have seen. It is written from actual acquaintance with all problems that are discussed. They are vital problems and their solution is scientifically considered.

Books Received

"Workbook for Grade V" for Buckingham-Osburn Arithmetics. By B. R. Buckingham and W. J. Osborn.—"Achievement Scale in Household Science." By May E. Davis.—"Home Life in Far-Away Lands." By Atwood and Thomas.—"English Step by Step Sixth Year." By Ellen A. G. Phillips.—"Vocational Civics." By Howard C. Hill.—"Health Essentials." By Andres, Aldinger and Goldberger. Boston: Ginn and Company.

"Higher Book of Songs." By Robert Foresman.—"New Introduction to Science." By Bertha M. Clark.—"Political Science and Government." By James W. Garner.—"The Way to Keep Well." By S. W. Newmayer and E. C. Broome.—"Principles of Bookkeeping and Business Complete Course." By Charles E. Bowman and Altee E. Percy.—"Ourselves and Our City." By Frances Carpenter.—"The Human Body and Its Care." By S. W. Newmayer and E. C. Broome.—"The Play Road to Health." By S. W. Newmayer and E. C. Broome—"Health Habits." By S. W. Newmayer and E. C. Broome.—"Questions and Cases in Business Law." By Clyde O. Thompson.—"Exercises in Change-Making." By Elmer H. Staffelbach and George E. Freeland. New York City: American Book Company.

"Fundamentals of Modern Chemistry." By Herbert R. Smith, Harry M. Mess. New York: Henry Holt and Company.

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GRINS BETWEEN GRINDS

Get Another Cord

Andy—"What's that piece of cord tied around your finger for?"

Mutt—"My wife put it there so I would be reminded to mail her letter."

Andy—"Did you mail it?"

Mutt—"No; she forgot to give it to me."

An Apology

"Why Freddie," exclaimed the mother of a precocious five-year-old, "aren't you ashamed to call auntie stupid? Go to her at once and tell her you are sorry."

"Auntie," said the little fellow a few moments later, "I'm awful sorry you're so stupid."

Felt Flattered

Old Salt (to seaside visitor)—"Bit of a swell today, sir."

S. V.—"Nice of you to say so, but you ought to see me Sundays."—Bystander.

Red Hot

Colonel Hotspot (finishing the discussion)—"Yes, my boy, men about fifty are the salt of the earth!"

His Son—"Perhaps you're right, pater, but it takes those under fifty to put in the pepper."—Passing Show.

Guardian Spirit

Little Alice, aged three, after she had been tucked into bed was afraid of the dark.

"There's Someone who always takes care of little children, dear," her mother assured her. But Alice looked puzzled and her mother continued: "Don't you remember. . . . Someone up in the sky?"

Alice smiled back. "Oh, yes, 'course I do now—Lindbergh."

Revenge

After Jimmy's tooth had been taken out he held up his hand and said, eagerly, to the dentist: "Give it to me, please."

With a smile the dentist wrapped the tooth in paper and handed it to Jimmy.

"But what are you going to do with it?"

"Take it home and cram sugar into it and watch it ache!" was the reply.

His Ambition

"Are you really content to spend your life walking the country begging?" asked the old lady severely.

"No, lady, I ain't," answered the hobo. "Many's the time I wished I had a car."

Salesmanship

"Why do you wear rubber gloves when cutting hair?" asked the customer.

"For the purpose of keeping our celebrated hair restorer from causing hair to grow on my hands," replied the barber.

He sold a bottle.

Ample Revenge

Two strong, handsome Slav girls who worked as domestics in North Side homes were comparing notes.

"Missus is fine, but Mister is very cross," said one.

"He is?"

"Yeah. But I get even with him."

"What do you do?"

"Every time he scolds me I put starch in his handkerchiefs."—Youngstown Telegram.

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Youth's Greatest Aid

By William Mather Lewis
President, Easton College

The youth problem of which we are hearing so much is not correctly named. The problem is not confined to those of immature years. It is one which has to do with the general shifting of those values of conduct and of purpose which have made our nation what it is today. It is the misfortune of this generation of youth that they were born at a time when many of their elders confused freedom with license and selfishness with progress.

This is a restless age in which we move rapidly from one activity to another, and this characteristic has permeated from adults to youth. It is a careless age in which accuracy is sacrificed to glittering generalities. The need of strict mental discipline was never more evident than it is today. It is a cynical age in which the great spiritual and patriotic elements, which have held former generations up to their best, are being ridiculed by those who under the guise of intellectual leadership are merely exhibiting surface smartness. It is a lawless age. We are hearing many people complain of the evil results of the eighteenth amendment. They point to the increased lawlessness in this country since the war, but this argument loses force when we observe that the same wave of lawlessness is passing over European nations. The argument relative to modification or abrogation of the law is beside the point. As long as it is a law there is only one thing for the good citizen to do who has any interest in the youth of this country, and that is to himself observe it and to insist on honest enforcement in his community. The colleges are criticised because of drinking of students. Despite discouraging surroundings, we can unhesitatingly confirm that there is less general drinking among students than there was a generation ago. That it can be entirely eliminated is too much to expect until our communities insist that the illegal sale of liquor in territory adjacent to the campuses be stamped out. This whole question in my judgment comes down to the choice between selfishness and the welfare of the young people who naturally follow the leadership of their elders.

I believe that the women of this country are to be heard from more and more on this and other great issues to the immense benefit of our national and community integrity. No organization is better equipped for such work than is the Parent-Teachers Association.

The Why of Tooth Decay?

By William R. Davis
Michigan Department of Health

The old slogan, "A clean tooth never decays," has done great harm in preventive dentistry.

This expression is true only for surgical cleanliness, and surgical cleanliness is impossible so far as we know in the mouth of a live person and not very important in a dead one.

Many teeth that are brushed decay, and many teeth that never saw a toothbrush never decay. No dentist on earth can make badly broken down and aching teeth as good as new. Why broadcast such teaching? Educational material that is not true or is out of focus should not be used, no matter how attractive.

We have led many school boards and teachers to believe that toothbrush drills and cleaning teeth are the whole thing in a dental health program. Use of the toothbrush is a good habit, like taking a bath or washing the face. In certain cases it will help prevent decay. Twice a day, before going to bed and after breakfast, is a reasonable frequency to teach. Why teach five times, which is unreasonable? Why teach using gauze on the finger and boric or salt solution daily to wash the mouth of an infant which is correctly fed and in good health, when clinical experience shows that it does more harm than good?

The two greatest factors in mouth hygiene are diet and early dental attention. It has been proven quite conclusively that wrong diet promotes decay and correct diet retards decay. If we could have early attention to small defects and correct diet, I believe we could almost wipe tooth troubles off the map, even if another toothbrush was never manufactured. This may be rank heresy, but I believe research and clinical evidence are proving it.

Meetings To Be Held

NOVEMBER

10-11-12-13: New Jersey State Association, President Henry P. Miller, principal, Senior High School, Atlantic City, N. J. Atlantic City, N. J.

10-13: New Jersey State Teachers Association, Charles B. Dyke, R. 304 Stacy-Trent Hotel, Trenton; Atlantic City, New Jersey.

14-16: Arkansas Educational Association, H. L. Lambert, 219 Glover Bldg., Little Rock; Little Rock, Arkansas.

14-17: Missouri State Teachers Association, E. M. Carter, Columbia; Kansas City, Kirksville, Warrensburg, Cape Girardeau, Springfield, Maryville, Rolla, Missouri.

15-16-17: West Virginia State Education Association, Charleston, West Virginia. J. H. Hickman.

14-17: Missouri Council of Teachers of English, Mary A. Woods, State Teachers College, Springfield, Missouri; Kansas City, Missouri.

15: American Association for the Advancement of Agricultural Training, E. H. Shinn, United States Department of Agriculture, Washington, D. C.; Washington, D. C.

15-16: Delaware State Education Association, Robert E. Shilling, Supt., Milford, Newark, Delaware.

15-17: West Virginia State Education Association, H. H. Hickman, Capital City Bank Bldg., Charleston; Wheeling, West Virginia.

16: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Fayetteville, North Carolina.

20-23: Virginia Education Association, Cornelius J. Healwole, State Capitol, Richmond; Richmond, Virginia.

22-23: Illinois City Superintendents Association, H. B. Black, Mattoon, Ill.; Urbana, Ill.

23-26: South Dakota Educational Association, N. E. Perry Building, Sioux Falls, S. D.; Mitchell, S. D.

24-28: South Dakota Education Association, N. E. Steele, 3 Perry Building, Sioux Falls; Mitchell, S. D.

27-30: Co-operative Educational of Virginia, J. H. Montgomery, State Capitol Building, Richmond, Va.; Richmond, Va.

28, 29, 30: Virginia Education Association.

29-December 1: Southern Commercial Teachers Association, Mae Cheatham, Georgia School of Technology, Atlanta, Ga.; Savannah, Ga.

29-30-December 1: Texas State Teachers Association, R. T. Ellis, 708 Neil P. Anderson Bldg., Fort Worth; San Antonio, Texas.

30-December 1: Central Association of Science and Mathematics Teachers, Winnefred Shepard, Proviso High School, Maywood, Ill.; Chicago.

30-December 1: Maryland State Teachers Association, Walter H Davis, Havre de Grace; Baltimore, Md.

30-December 1: California Kindergarten-Primary Association, Mrs. Genevieve Anderson, 1186 Victoria Avenue, Los Angeles; Sacramento.

30-December 1: Florida Education Association, meets at Orlando, Fla. G. W. Marks, president, Deland, Fla. R. J. Longstreet, secretary, Daytona Beach, Fla.

DECEMBER.

3-15: American Vocational Association, E. M. Smith, State House, Indianapolis, Indiana.; Philadelphia, Pa.

4-7: Association of Colleges and Secondary Schools of the Southern States, Guy E. Snavely, Birmingham-Southern College, Birmingham, Ala.; Fort Worth, Texas.

6-8: Association of College and University Unions. Edward S. Drake, Ohio State University, Columbus, Ohio; Nashville, Tenn.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

27-28: Pennsylvania State Educational Association, J. Herbert Kelley, 400 North 3rd Street, Harrisburg, Pa.; Reading, Pa.

27-29: Association of American Geographers, Charles C. Colby, University of Chicago, Chicago, Ill.; New York City, N. Y.

27-29: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho.

27-29: Illinois State Teachers Association, Robert C. Moore, Carlinville; Springfield, Illinois.

27-29: Pennsylvania State Education Association, James H. Kelley, 400 N. 3d Street, Harrisburg; Reading, Pennsylvania.

27-29: Modern Language Association of America, Carleton Brown, New York University, New York City, N. Y.; Toronto, Canada.

27-29: National Association of Teachers of Speech, H. L. Ewbank, University of Wisconsin, Madison, Wis.; Chicago, Ill.

27-29: National Commercial Teachers Federation, C. M. Yoder, Whitewater, Wis.; Detroit, Mich.

28-30: Oregon State Teachers Association, E. F. Carleton, 301 Behnke-Walker Bldg., Portland; Portland, Oregon.

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FEBRUARY.

20: Massachusetts Teachers Federation, Stanley R. Oldham, 15 Ashburton Place, Boston, Mass.

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